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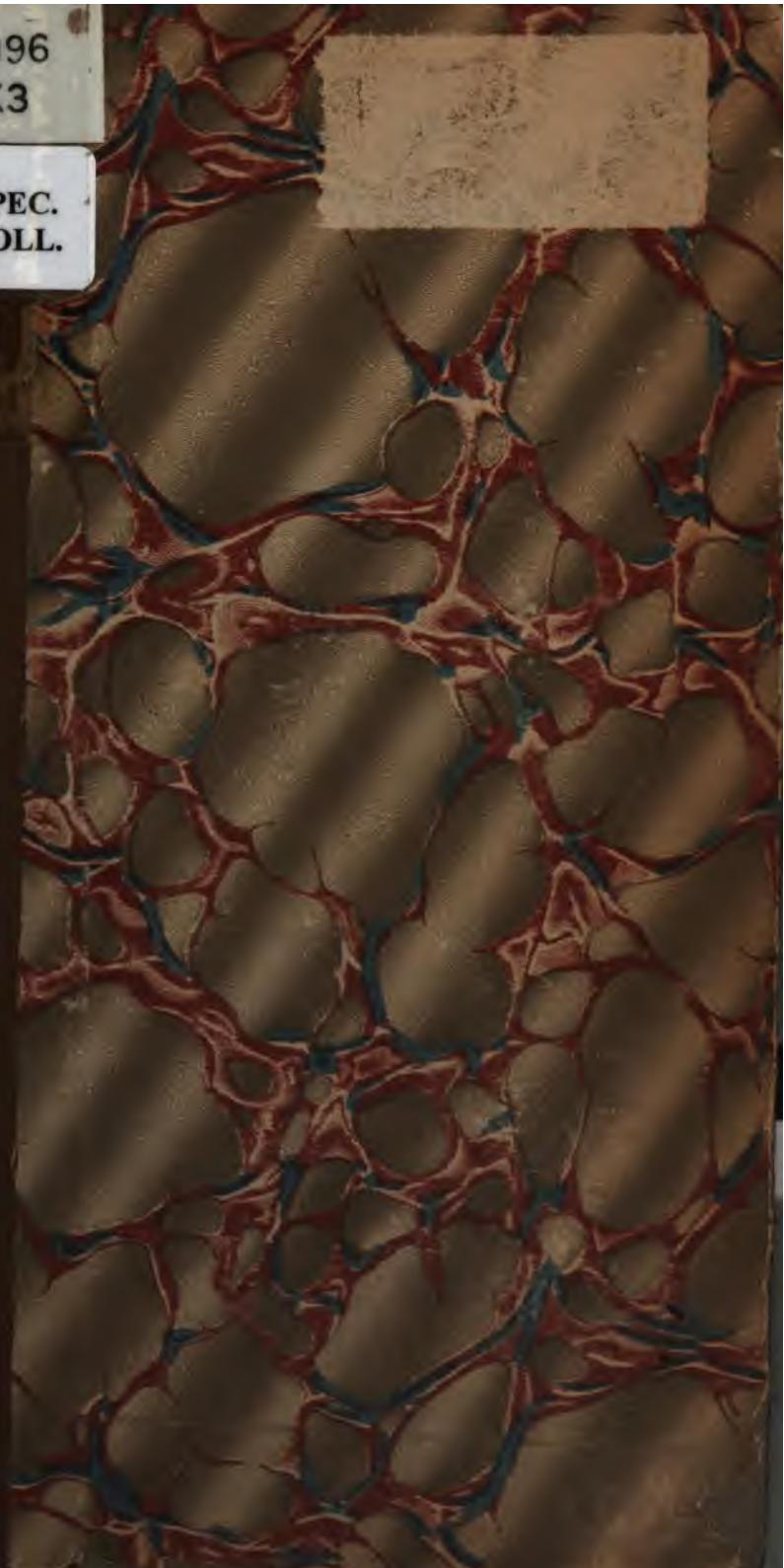
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THE TRAINING OF PAUPER CHILDREN.

A REPORT PUBLISHED BY THE POOR LAW COMMISSIONERS
IN THEIR FOURTH ANNUAL REPORT.

By JAMES PHILLIPS KAY, Esq., M.D.,
ASSISTANT POOR LAW COMMISSIONER.

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July 26, 1875

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REPORT

ON THE

TRAINING OF PAUPER CHILDREN.

GENTLEMEN, *Norwich, 1838.*
THE pauper children maintained in Union workhouses are dependent, not as a consequence of their errors, but of their misfortunes. They have not necessarily contracted any of the taint of pauperism. They are orphans, or deserted children, or bastards, or children of idiots, or of cripples, or felons, or they are resident in the workhouse with their parents, who seek a brief refuge there.

The dependence of certain of these classes of children cannot be transient. The care of their natural guardians is at an end, or is suspended for so considerable a period, that the children have claims on the Board of Guardians, not for food and clothing merely, but for that moral sustenance which may enable them, at the earliest period, to attain independence.

The physical condition of the children who are deprived of the care of natural guardians ought not to be elevated above that of the household of the self-supported labourer. Their clothes, food, and lodging should not be better than that which the labourer can provide for his child. But whenever the community encounter the responsibility of providing for the education of children who have no natural guardians, it is impossible to adopt as a standard for the training of such children the average amount of care and skill now bestowed on the moral and religious culture of the children of the labouring classes generally, or to decide that their secular instruction shall be confined within limits confessedly so meagre and inadequate. The privation of such agencies cannot be proposed as a means of preventing undue reliance on the provision created by the law; but on the contrary, education is to be regarded as one of the most important means of eradi-

eating the germs of pauperism from the rising generation, and of securing in the minds and in the morals of the people the best protection for the institutions of society.

The duty of providing a suitable training for pauper children is simple and positive, and is not to be evaded on the plea of the deficiency of such instruction among the self-supported classes, though the nature of the duty of society towards the dependent class may serve to illustrate its responsibilities towards every other class.

It is important to acknowledge how far ignorance is the source of pauperism, and to show how important an agent for the removal of pauperism is a careful training in religion and industry. Of the ignorance which prevails among the pauperised classes the proofs are abundant.

On the 12th of June, 1837, there were 1050 adult paupers in the 12 East Kent Union workhouses, of these only four could read and write well; 297 could both read and write either decently or imperfectly, and 474 could neither read nor write.

Of 1675 adults in the workhouses of 22 Unions and 5 Incorporations in Suffolk and Norfolk on the same date, 10 could read and write well, 281 could both read and write, either decently or imperfectly, and 928 could neither read nor write.

The ignorance prevalent among the children trained in workhouses, notwithstanding the efforts recently made to improve the schools, is exhibited in the following table of the children, between the ages of 2 and 16, maintained in the workhouses of Suffolk and Norfolk, in the week ending the 9th December, 1837. Every week will, however, remove a portion of this reproach, which must soon cease to exist.

No. of youths from 9 to 16.	Who can read well	206
	Who can read imperfectly	217
	Who cannot read	62
	Who can write well	122
	Who can write imperfectly	138
	Who cannot write	211
No. of boys from 2 to 9.	Who can read well	70
	Who can read imperfectly	149
	Who cannot read	267
	Who can write well	6
	Who can write imperfectly	56
	Who cannot write	398
No. of girls from 9 to 16.	Who can read well	173
	Who can read imperfectly	207
	Who cannot read	38
	Who can write well	47
	Who can write imperfectly	97
	Who cannot write	262

No. of girls from 2 to 9.	Who can read well	30
	Who can read imperfectly	186
	Who cannot read	225
	Who can write well	1
	Who can write imperfectly	33
	Who cannot write	407

It must be confessed, and with the deepest regret, that the inquiries of the Statistical Society of Manchester, respecting the education of the poorer classes in the boroughs of Manchester, Salford, Liverpool, Bury, Bolton, and York, and in the towns of Ashton, Stayley Bridge, and Dukinfield, and the results of similar investigations of the Statistical Society of London, in the borough of Westminster, of the Statistical Society of Bristol, in that city, and of the committee of the Marylebone vestry, in their parish, together with the inquiries of Mr. Leonard Horner, the Inspector of Factories, afford but slender opportunities for contrast between the state of instruction among the self-supported and dependent classes in this country. But this observation ought to be coupled with the fact that England is the most pauperised country in Europe, and that in which the government has effected little or nothing for the education of the poorer classes.

The dependence of the majority of the pauper children is unavoidable and absolute. The burthen of their dependence cannot cease, even temporarily, unless the children be reared in industry. The consequences of a neglect of training in the old workhouses may be ascertained by such inquiries as were conducted by Mr. Hickson in the gaols, at the request of the Poor Law Commissioners, when he found that crime had recruited its ranks, to a large extent, from the workhouses under former management. Whether the state acknowledge its interest in the education of the masses or not, the consequences of a neglect of the pauper class evidently are prolonged dependence and subsequent chargeability as criminals in the prisons and penal colonies.

The state is *in loco parentis* to the pauper children, who have no natural guardians, and the interest it has in the right discharge of its responsibilities may be illustrated by supposing the Government had determined to require direct, instead of indirect service in return for education. If the army and navy were recruited by the workhouse children, it is evident that it would be the interest of the state to rear a race of hardy and intelligent men— instructed in the duties of their station—taught to fear God and to honour the Queen. The state has not less interest, though it may be less apparent, in supplying the merchant service with sailors, and the farms and the manufactories of the country with workmen, and the households of the upper and middle classes with domestic servants: it has the most positive and direct interest

in adopting measures to prevent the rearing of a race of prostitutes and felons.

It may be questionable how far it would be proper to permit the pauper children to volunteer for service in the army and navy, and to train them accordingly; but the duty of rearing these children in religion and industry, and of imparting to them such an amount of secular knowledge as may fit them to discharge the duties of their station, cannot be doubted.

The workhouses of 35 Unions in Norfolk and Suffolk are now completed, and are in full operation. These Unions contain 537,027 inhabitants, or about one twenty-sixth part of the population of England and Wales. In the week ending 9th December, 1837, the workhouses of these Unions contained—

Youths from 9 to 16	483
Girls from 9 to 16	420
Boys from 2 to 9	547
Girls from 2 to 9	456
<hr/>	
	1,906

or 1906 children, from 2 to 16, were in that week maintained and educated in 35 Union workhouses now in operation in Norfolk and Suffolk.

The questions presented for the consideration of the Poor Law Commissioners are—

1. What number of children maintained in the Union workhouses will remain there during periods which will render them chiefly, if not solely, dependent on Boards of Guardians for education.

2. How far would the absence of a well-devised system of education for these classes of children tend to increase the extent of hereditary pauperism, and what would be the consequent pecuniary burden, and—

3. What means can legitimately be adopted to train these children in such a way as to render their future dependence on the rate-payers improbable.

The children of able-bodied labourers are resident for short periods only in the Union workhouses, and their temporary dependence on the care of the Boards of Guardians does not entail upon those bodies so serious a responsibility as arises when a child has no natural guardians, or when its natural guardians are prevented from performing their duties by physical and legal disabilities.

In such cases the child is dependent on the Board of Guardians for more than maintenance: it must be trained in industry, in correct moral habits, and in religion; and must be fitted to *discharge the duties of its station in life.*

Perceiving that a very large proportion of the children main-

tained in workhouses were not protected by natural guardians, or could not receive effectual protection from them, I was anxious to ascertain their exact number, and for this purpose I issued a circular to the masters of workhouses throughout Norfolk and Suffolk, in which I inquired, 1st, What number of bastards, orphans, children deserted by their father, children deserted by their father and mother, children of men undergoing punishment for crime, children of persons dependent on parochial aid on account of mental or bodily infirmity, were resident in each workhouse. These children will evidently owe the greater part, if not the whole, of their training in industry and religion to the care of the Boards of Guardians, on account of the loss of their parents, or their inability to perform their natural duties. I also inquired, 2nd, What number of children of able-bodied widows, of able-bodied widowers, and what number of children belonging to large families of able-bodied labourers, admitted into the workhouse as relief to their parents, were resident in the workhouses. These latter classes are likely to remain in the workhouses longer than a third class, viz., the children of able-bodied parents who seek a temporary asylum there with their families, but whose dependence is generally transient. In the two former groups of classes, the children will be mainly, if not entirely, dependent for their training on the Guardians, or they will remain so long dependent as to render their education a subject of great importance, when considered only in relation to its probable effects on the amount of pauperism, which has formerly been directly reproduced from such sources, and which would probably be perpetuated without such care.

The results of my inquiries in Norfolk and Suffolk are contained in the following table, which exhibits the number of children, from 2 to 16, resident in the Union workhouses in the week ending 9th December, in each of the classes likely to be dependent on the Boards of Guardians, until they are fitted by their education to earn their own livelihood. Besides the children enumerated in this table, the workhouses contained in the same week 59 children of able-bodied parents, who were also resident in the workhouses, and 259 infants too young for instruction:—

Bastards	543
Orphans	382
Children deserted by father	279
Children deserted by father and mother	54
Children of men undergoing punishment for crime	171
Children of persons dependent on parochial aid on account of mental or bodily infirmity	116
Children of able-bodied widows, resident in the Union workhouse	144

Children of able-bodied widowers resident in the Union workhouse	36
Children belonging to large families of able-bodied labourers, admitted into the workhouse as relief to their parents	122
	<hr/>
	1,847

It is difficult to perceive how the dependence of the orphan, bastard, and deserted children, and the children of idiots, helpless cripples, and of widows relieved in the Union workhouses could cease, if no exertion were made to prepare them to earn their livelihood by skilful labour, and to fit them to discharge their social duties by training them in correct moral habits, and giving them knowledge suited to their station in life.

It may be important to consider what is the usual training of an agricultural labourer's child under his father's roof, and in what respects it may be proper to imitate that training in educating those children who are necessarily maintained in workhouses.

The child of a labourer reared beneath its parent's roof is trained to labour. At a very early period the lad follows his father a-field—he rides the horse home or to water—he is employed to scare the crows from the recently sown corn. By and by he assists his father when threshing in the barn—he drives the plough team. At hay-time the whole family, both boys and girls, find constant work; at harvest they are very early employed in gleaning; at seed-time they work, at a very tender age, at wheat dropping.

The boys gradually become thus initiated in the duties of husbandry, until by assisting more or less in ploughing, harrowing, threshing, milking, and the charge of horses, they take their station in some department of husbandry; commonly first as team-men; and afterwards are gradually employed in those departments of labour requiring greater skill, and implying more confidence in their integrity and industry.

This is the industrial training of a labourer's boy, when resident under his father's roof.

The girls do much work a-field. I have already alluded to their services in the corn and hay harvest, and at wheat setting. They are also employed in carrying their father's provisions to the field—in stone gathering—in hoeing—in turnip topping, and other agricultural work, which is not deemed too laborious to be performed by a female in the rural districts. In the labourer's own household (the more appropriate scene of female exertion and care) the girls learn to scour the floors, to wash the linen, to sew and knit, and to clean the few utensils which their father may possess; to assist their mother in baking or in cooking their

frugal meal, or in nursing a younger child. The girls thus acquire a knowledge of domestic management, and become fitted (too frequently, it is to be feared, not so fully as could be wished) to perform the domestic duties, and to encounter the domestic cares of a labourer's household.

Little can be said respecting the training which the children of labourers receive, in useful learning suited to their station in life, because few schools exist in the rural districts, and the instruction in many of those which do exist is meagre.

Neither can it be said that the religious instruction of the labourer's family is always satisfactorily promoted by the existence of customs, such as prevail in the household of the Scottish peasantry; but the domestic and social sympathies are awakened and cherished by mingling with their father's family, and associating with their neighbours.

But if an orphan, bastard, or deserted child, or the child of an idiot, helpless cripple, or felon, or of a widow, be maintained in the Union workhouse from the age of 3 to the age of 14, the age when he ought to go to work, one of two results must ensue:—

1. Either the child must at that period have acquired such habits of industry, such skill in some useful art, and such correct moral habits, as to render his services desirable; in which case he will go to service, and his dependence will cease.

Or 2dly, by neglect, or by the adoption of a system of training not calculated to prepare them for the discharge of the practical duties of their station in life, the pauper children maintained in workhouses are not *qualified for service*, and then it becomes necessary to adopt the old expedient for the removal of the burthen created by the absence of a correct system of moral and industrial training, viz., *to apprentice the children to a trade or calling, by paying a premium to some artisan to instruct them in an art by which they may earn their subsistence.*

The payment of premiums for apprenticeship has been shown to be a system having many most pernicious tendencies, and which has altogether failed to promote the well-being of the children, for whose benefit this expedient was adopted. That it should have proved ineffectual cannot be a legitimate subject of surprise, when, apart from all the other sources of failure, it is borne in mind, that a child apprenticed from a workhouse, under the former system had been brought up in listless idleness, or useless and inappropriate work, to which it was subjected as a task, and that it was in constant association with all the vicious adult males and females congregated within the workhouse of the incorporation or parish—without any means being used to teach it how to earn its livelihood, or to rear it in the habit of performing its duties.

It will be deemed a moderate computation if I suppose that

out of the 1,847 children more permanently supported in the workhouses of Norfolk and Suffolk, 180 would have to be annually apprenticed, if the children were not prepared for the discharge of their duties in after life by careful training. In the Samford Hundred alone, containing only 11,500 inhabitants, 33 children were apprenticed annually for a term of 16 years, at an average premium of about £10 each.* If, therefore, 180 children

* SUFFOLK—SAMFORD HUNDRED—TATTINGSTONE HOUSE.

RETURN of the number of CHILDREN ADMITTED, also the number who have been DISCHARGED, APPRENTICED, PLACED IN SERVICE, or have DIED, in each year, during Seven Years, ending the 25th March 1837.

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were apprenticed from the present workhouses of Norfolk and Suffolk every year, 4,356 or in round numbers 4,300, children will have to be apprenticed annually in England and Wales, at an expense of £43,000 per annum, provided means cannot be adopted for training the children educated in workhouses in such a manner as to avoid any necessity for having recourse to the system of apprenticeship in future. This expense could only be regarded as the final expense attending a neglect of the industrial and moral training of the children, upon the assumption that the future dependence of these children would be *averted* by their apprenticeship, a consequence which is contrary to all previously ascertained facts. Even if this preliminary expense were incurred, and the apprenticeship of the children were conducted with much greater care and skill than it formerly was, under the management of parishes or incorporations, a large number of the children whose training had been neglected up to the period of their apprenticeship, would be found so ignorant, idle, and vicious, that the efforts of the best master would be vainly exerted for their reformation, and they would sooner or later become a disgrace and burden to the country, either in its gaols or in its workhouses.

It is found in the schools of the Children's Friend Society at Hackney Wick and Chiswick, that the reformation of the vagabond children trained there is extremely difficult, if not impossible, when they are admitted after the age of 12. The success of the apprentice's master would probably be less when he received a child from a workhouse, where no care had been taken to form habits of industry and good conduct, and where the instruction of the children in knowledge suited to their station in life, and in religion, had been neglected.

The number of children maintained and educated in the workhouses of Norfolk and Suffolk is greatly less than in some other parts of England. Thus I am aware that the workhouse schools in the county of Kent contain a much greater number of children in proportion to the population, whereas probably in the North of England, a smaller number of children might be found to be dependent on the rate-payers.

Though the workhouses have only recently received certain classes of children, and many workhouses have been brought into operation at a very recent period, the following table shows that the dependence of a considerable number of the children cannot be regarded as transient.

TABLE showing the period during which CHILDREN have resided in WORKHOUSES in NORFOLK and SUFFOLK, in answer to a circular issued 3rd January, 1838.

Number of children of both sexes, between the ages of

2 and 16, who have been in the workhouses less than a fortnight	193
Number more than a fortnight and less than a month	223
Number more than 1 month and less than 3	548
Number more than 3 months and less than 6	307
Number more than 6 months and less than 1 year	275
Number more than 1 year	474

Children are received into the infant school of the Glasgow Normal Seminary from the age of two to that of six. If, therefore, means were provided for the adoption of a correct classification, the whole of the 1,847 children maintained for considerable periods in the workhouses of Norfolk and Suffolk, now in operation, are of an age to be trained according to the system pursued in the Glasgow Normal Seminary. The reader will bear in mind that these workhouses contain 59 children and 259 infants, besides 1,847 children between the ages of two and sixteen, who are longer resident there.

If the children maintained in the workhouses of the rest of England be admitted to bear the same proportion to the population as in Norfolk and Suffolk, the workhouses of England would contain 46,125 children between the ages of two and sixteen, and 44,697 children between the ages of two and sixteen who are longer resident in the workhouses.

If the want of classification and the absence of correct discipline, which prevailed in the old workhouses, continued in the new, a great number of these latter children would acquire the habits of hereditary paupers, or even of felons; and (which would by no means be improbable) if *one-tenth of them only became dependent during six months of each year*, with families of the ordinary size, they would occasion a burthen of £104,574. 12s. per annum.

It is certainly impossible to exhibit the consequences of such neglect by direct statistical calculations, and a moralist would probably deprecate the adoption of such a method of appreciating the effects of this mismanagement, or, if he admitted it, would urge that a mass of hereditary paupers could not fail to prove a demoralizing leaven which would corrupt society, and, by its vicious influence, vastly increase the charge which the public would sustain in relieving the indigence of an enervated, vicious, or turbulent race, and in protecting society from their assaults.

The Commissioners will not be insensible to any consideration which could influence the mind of a moralist in estimating the effects of different systems of training on the probable future destiny of 45,000 children; but such considerations are so inseparably connected with that single object which the Commissioners can legitimately propose to accomplish, viz., the cessation of the dependence of these children on the rate-payers at the

earliest period, that means must necessarily be employed which would satisfy the moralist that all he can desire will be attained when these objects are fulfilled. I therefore, proceed to inquire, what means can legitimately be adopted to train these children in such a way as to render their future dependence on the rate-payers improbable.

In discussing this question it will be more convenient to consider,—

1. Whether the general arrangements for the maintenance of children in workhouses could be improved, before deciding,

2. What methods should be adopted respecting—

- A. The industrial training of the children.
- B. The methods of instruction and moral discipline.
- C. The extent of secular instruction.
- D. Religious instruction.

When these subjects have been considered in relation to a proposed improvement in the general management,—

3. The applicability of these principles to existing arrangements in Union workhouses will be determined.

The establishment of two County or District schools of industry in each of the counties of Norfolk and Suffolk appears to be rendered desirable by various important considerations.

1. The number of orphans and other children of the first class maintained in each Union workhouse throughout these counties is not sufficient to afford an opportunity for correct classification, so as to conduct the general and industrial instruction of the children on such a system and by such methods in each workhouse school as to procure the largest amount of benefit from a careful training of the children. The children of able-bodied labourers, for the most part, are received into the workhouses with their parents, who seek only a temporary refuge there, and their period of residence is so short that the children rather disturb the routine of school arrangements adopted in the workhouses than, by their numbers, increase the efficiency of the system adopted.

The industrial training of the children who have no natural guardians, and who are, therefore, altogether dependent on the Board of Guardians for instruction in the practical duties of life, is thus impaired by two circumstances, which would cease to exist provided such children were sent to a District school.

The classification of the children separately from the adults (excepting their parents) is preserved with care in the workhouses of Norfolk and Suffolk, but cannot be rendered perfect in any workhouse as at present regulated. The adult paupers maintained in workhouses are generally persons of confirmed pauper habits, and from association with whom the children could acquire nothing but evil. The females are generally per-

sons whose characters unfit them for service, and the men are objects of fear or suspicion to the occupiers, or persons whose indolence or want of skill renders their labour valueless. The children must come more or less into contact with these persons, and all association with them contaminates. Moreover, the training of a child should not be procured by coercion and restraint, but rather by inspiring him with a love of industry and knowledge, and it would doubtless be an advantage that whatever pleasant associations the child might connect with the care bestowed on his early years should attach to the *District school*, and not to the *workhouse*.

A child should not be degraded in his own estimation by being a member of a despised class. A child cannot be a pauper in the sense in which that term is commonly understood, that is, he cannot be indigent as the consequence of his own want of industry, skill, frugality, or forethought, and he ought not, therefore, to be taught to despise himself. The pauper apprentice and the juvenile vagrant were, under the old system, brethren of the same class—outcasts; neither trained by frugal and industrious parents, nor by a well-devised system of public industrial instruction.

The dependence of these children is probably the natural consequence of the crimes or follies (but it may also be of the misfortunes) of their parents, and in any of these cases it is the interest of society that the children should neither inherit the infamy, nor the vice, nor the misfortunes of their parents.

This stigma, and consequent loss of self-esteem, would be entirely removed if the children were taught at a District school, with other children, not received from the workhouses, nor the offspring of pauper parents.

When the whole arrangements for the Unions of Norfolk and Suffolk are completed, those counties will contain 39 Unions or incorporations, for the workhouses of which it will be necessary to provide efficient schoolmasters and schoolmistresses. I find it impossible to secure the services of schoolmasters from Scotland at a lower sum than £35 or £40 per annum, with a separate apartment and maintenance in the workhouse. The salary for a good schoolmistress is £20 per annum, with a separate apartment and maintenance. Several Unions have consented to give £35 per annum to their schoolmaster, and £20 per annum to their schoolmistress, with separate apartments and maintenance. One or two Unions have agreed to higher salaries. Where the salaries are lower the schoolmasters and schoolmistresses have never received any regular instruction in a correct system of training children; and, though exertions have been made to improve their methods by sending them to better schools for short periods, or by sending well-trained teachers to their schools, these *teachers are still very imperfectly acquainted with their duties.*

The salaries offered in the various Unions for the services of schoolmasters and schoolmistresses are often not sufficient to secure efficient instructors; and persons trained in the model schools in the metropolis and in Scotland have some aversion to a residence in a workhouse.

A combination of Unions for the support of a common school for the instruction of the children who have lost their natural guardians would enable the Boards to provide the most efficient schoolmasters and schoolmistresses, and, at the same time, to reduce their annual expenditure. (See Calculations.) The objections entertained by duly qualified teachers to a residence in the workhouse would not exist with respect to a central school separate from all the workhouses.

In 39 workhouses the cost of this arrangement may be thus estimated:—

Lowest salaries at which the efficiency of the schools of 39 workhouses could be maintained.

	£.	s.	d.
Schoolmasters, £35 per annum each . . .	1,365	0	0
Schoolmistresses, £20 per annum each . . .	780	0	0
Maintenance of schoolmasters, at 8s. per week, £20. 16s. per annum	811	4	0
Maintenance of schoolmistresses, ditto, ditto . .	811	4	0
	<hr/>		
	£3,767	8	0

Besides this outlay, a pauper shoemaker and tailor, employed in assisting the schoolmaster, are generally maintained in each workhouse, at an outlay of 3s. or 4s. per week each, or £7. 16s. per annum, each, which in 39 workhouses would amount to an outlay of £608. 8s. or £811. 4s.

In each of these 39 Unions at least £80 must also be expended in Bibles, Testaments, Prayer-books, catechisms, lesson-books, apparatus in gardening, and carpenters' tools, shoemakers' and tailors' implements, &c., and in fitting up a separate wash-house and laundry for the girls. As the lowest sum, an outlay of £3,120 must thus be incurred, and £20 would have to be expended in fitting up the apartments of schoolmaster and schoolmistress, making a total outlay of £4,000. Many considerable advantages as respects discipline would be secured by assembling the children, now more permanently maintained in the 39 workhouses, in four District schools, which should each contain 400 or 500 children.

These four schools might be provided with the most efficient schoolmasters and schoolmistresses, &c., for the following annual outlay for salaries, and abundant maintenance:—

Four schools containing 400 or 500 children each.

	£.
Four principal schoolmasters, } salaries £100	400
Four principal schoolmistresses, } salaries £100	208
Maintenance, 10s. per week each	208
Four assistant schoolmasters, } salaries £60	240
Four assistant schoolmistresses, } salaries £60	156
Maintenance, 10s. per week each	156
Four tailors' wages, 10s. per week, }	60
Maintenance, 5s. ditto	52
Four shoemakers' ditto, ditto	156
Four laundresses' £15 per annum, wages	400
Maintenance, 5s. per week	1,480
Four chaplains, £100 per annum	£1,880

A clear saving of £2,000 per annum in the salaries and maintenance of officers would be thus accomplished in 39 Unions, and the Boards of Guardians would be enabled to obtain efficient schoolmasters and schoolmistresses by affording sufficient salaries and more liberal maintenance and accommodation.

If such Unions as, upon a careful estimate, are likely to supply to a District school 400 children of the classes who have lost the guardianship of their parents were united for the purpose of maintaining such an establishment, it ought to be so conducted as to insure the cessation of the dependence of the children trained there at the earliest period.

Having been impressed with the importance of considering the principles on which such an establishment should be conducted, the Commissioners are aware that my colleague, Mr. Tufnell, and myself visited Scotland for the purpose of inspecting the Sessional School, conducted by Mr. Wood, in Edinburgh, and the model schools of the Glasgow Normal Seminary. The Commissioners are also aware that we have visited various industrial schools in quest of similar information, particularly the schools of the Children's Friend Society at Hackney Wick, and at the Victoria Asylum, Chiswick, and Lady Noel Byron's school at Ealing, &c. &c. More recently I have had an opportunity of inspecting the principal schools of Holland and Belgium.

The attention which my duties have required me to give to the improvement of the methods of instruction pursued in the schools of Union workhouses, and the necessity of placing clearly before myself the principles on which the schools should be regulated, induced me to prepare a slight sketch of a school, which I submit to the Commissioners as the result of inquiries and observations

respecting plans pursued in the schools previously alluded to, but into which I have carefully avoided the introduction of any plan which has not been thus tested by experience.

The object which can be most legitimately proposed as a ground for the interference of the Poor Law Commissioners in the training of children maintained and educated in the work-houses is the effect which such training must have in the formation of habits of industry, and thus enabling them in after-life to support themselves by the labour of their hands.

A. I, therefore, propose to consider in the first place what methods should be adopted for the *industrial training* of the children.

The great object to be kept in view in regulating any school for the instruction of the children of the labouring class is the rearing of hardy and intelligent working men, whose character and habits shall afford the largest amount of security to the property and order of the community. Not only has the training of the children of labourers hitherto been defective, both in the methods of instruction pursued, and because it has been confined within the most meagre limits, but because it has failed to inculcate the great practical lesson for those whose sole dependence for their living is on the labour of their hands by early habituating them to patient and skilful industry.

An orphan or deserted child, educated from infancy to the age of 12 or 14 in a workhouse, if taught reading, writing, or arithmetic only, is generally unfitted for earning his livelihood by labour. Under such a system he would never have been set to work. He would, therefore, have acquired no skill; he would be effeminate; and, what is worse, the great practical lesson in patient and skilful industry, which he would have acquired had he been so fortunate as to live beneath the roof of a frugal and industrious father, would be wanting.

In mingling various kinds of industrial instruction with the plan of training pursued in the model school, it is not proposed to prepare the children for some particular trade or art, so as to supersede the necessity for further instruction; it is chiefly intended that the practical lesson, that they are destined to earn their livelihood by the sweat of their brow, shall be inculcated; to teach them the use of various tools, so that they may be enabled to increase the comfort of their own households by the skill which they have acquired, or to obtain a greater reward for their labour by superior usefulness.

The district school should be surrounded by a garden of six, eight, or ten acres, in which the system of instruction in gardening adopted in Lady Byron's school at Ealing, in conformity with the plans pursued in De Fellenburg's establishment at Hofwyl, in the school of the Children's Friend Society at Hack-

ney Wick, and also by Mr. Allen, and others, ought to be pursued. The schoolmaster should, at the appointed hours, accompany the boys into the garden, and superintend their instruction in digging, hoeing, planting, and careful gardening. They will thus be initiated in employment closely resembling rural labour, which, if it were only followed by the useful result of enabling them in after-life to cultivate their cottage allotment with greater skill, would be a desirable acquisition. The schoolmaster should be provided with some simple elementary works on gardening, from which some of the oldest boys should read extracts daily to the school; after which the master should ask such questions and make such comments as he may deem desirable, to awaken and sustain the attention of the children.

The following is an account of the system of industrial instruction pursued in the garden of the Ealing Grove school:—

“Gardens of the sixteenth of an acre were measured out and let to the elder boys at threepence per month; seeds they either bought of their master, or procured from their friends. Racks for the tools were put up and numbered, so that each boy had a place for his own, and in that he was required to keep them.

“The objects of this school are to educate children destined for country pursuits, in a manner to make them better workmen, and more intelligent and happier men than is at present the case. For this purpose it was conceived necessary that they should early acquire the habits of patient industry; that they should be acquainted with the value of labour, and know the connexion between it and property; that they should have intelligence, skill, and an acquaintance with the objects by which they are surrounded; that the higher sentiments, the social and moral part of their being, should obtain a full development. The habit of patient industry is endeavoured to be given to them by requiring that they should labour for a portion of the day, viz., three hours; and this, partly for the institution, partly for themselves, in their own gardens. During the period in which they work for the institution they are paid according to the labour they are able to perform; the monitor who watches over them reporting the industry of each to their master, who remunerates them accordingly. In their gardens they are allowed to labour for an hour and a half each day; and, as they pay a rent for the land and purchase the seeds, they become anxious to spend that time most actively in bringing their gardens into as forward a state as they can. On account of the rough state of the ground, and the novel duties of the schoolmasters, there was, in the first instance, a gardener hired, who directed them in the cultivation of their gardens, and instructed them how to obtain a rotation of crops, in order that the ground should never remain unoccupied, but his services have now been for some time discontinued. So industriously have the

boys laboured, and so well have they succeeded, that their gardens, with few exceptions, presented before the crops were harvested an appearance of neatness and good husbandry. They have all since either disposed of their vegetables, or taken them home to their families. But vegetables were not the only crop; around the border of each, flowers were cultivated. It is a great matter to induce a taste for, and to give a knowledge of, the manner of cultivating flowers. They are luxuries within the power of every person to command.

"There is a considerable gaiety and alacrity in all this; the boys learn to sing many cheerful and merry songs; they strike up a tune as they go out in bands to work, and as they return they do the same. Their tools are taken down from their appropriate places, and are duly returned to them, so that whenever the school may be visited it will be found that there is a place for everything, and that everything is in its place. But this is not for the sake of gratifying the eye of the visitor. Of all habits that give value to industry and exertion, that promote comfort and favour virtue, there is not one more efficacious than this. It is, too, a habit in which the labouring classes are peculiarly deficient; the cultivation of it is considered in this school a point of great moment. Nor is it confined to the arrangement of the tools; prudence and foresight are closely connected with the accurate keeping of accounts. Accordingly each boy has a little book of receipt and expenditure. The profits of his garden, the earnings of his labour, &c., are entered on one side; the payment of rent, the purchase of seeds, &c., on the other. An extract from the children's books will best show their character. When sufficient time has elapsed there is but little doubt not only that the gardens will become more profitable, but other branches of industry will be so organized as to bring in a return of some importance. We do not make this assertion at hazard, as last year one of the boys cleared £1. 18s. 10d. from his sixteenth of an acre of land, after paying the rent, seeds, manure, &c.

" George Kirby, aged 14 years.

Cash.

1836.	Received.	Particulars of Receipt and Expenditure.	Paid.
	£. s. d.		£. s. d.
4th March .	.	Onion-seed	0 0 2
1st April .	.	1 month's rent	0 0 1½
4th , , .	.	1 quart of peas	0 0 3
1st May .	.	1 month's rent	0 0 1½
1st , , .	0 0 2½	For work.	
6th , , .	.	1 bushel of potatoes	0 2 0
10th , , .	.	Lettuce-seed	0 0 2
24th , , .	.	Scarlet beans	0 0 4
30th , , .	.	French ditto	0 0 2
1st June .	.	1 month's rent	0 0 1½
14th , , .	.	Cabbage-plants	0 0 1½
16th , , .	0 0 7½	Lettuce-plants.	
23d , , .	0 0 10	For labour.	
1st July .	.	1 month's rent	0 0 1½
14th , , .	0 1 4	2 pecks of peas.	
16th , , .	0 0 1	Onions.	
18th , , .	0 0 2½	Scarlet runners.	
24th , , .	0 0 9	Do. do.	
30th , , .	0 0 4	Do. do.	
1st August .	.	1 month's rent	0 0 1½
4th , , .	0 0 9	Scarlet runners.	
7th , , .	0 0 8	Potatoes.	
9th , , .	0 1 1	Scarlet runners.	
11th , , .	0 0 8	Potatoes.	
16th , , .	0 0 4	Scarlet runners.	
27th , , .	0 0 2	Do. do.	
1st Sept. .	.	1 month's rent	0 0 1½
13th , , .	0 0 6	Scarlet runners.	
17th , , .	0 0 2	Do. do.	
1st October .	.	1 month's rent.	0 0 1½
15th , , .	0 1 10	For labour to September 30th	
19th , , .	0 8 6	Potatoes.	
26th , , .	0 6 0	Do.	
	1 5 0½		£ 0 4 1
	0 4 1		
£ 1 0 11½			

" Thus far has a sound foundation been laid ; habits of industry and cheerfulness while at labour—habits of order and arrangement in the management of expenditure. And did the education cease here, these are not all the advantages which would be derived from it. The gardens are all exposed, all know the value of produce.

It has been asked by persons who have visited the school, ' Do not the children rob one another ? Is their little produce safe ? ' It is safe ; they do not rob one another. The rightful acquisition of property begets a knowledge of the principles upon which right is grounded. It is clear to them that a mutual respect for one another's rights is the only guarantee for the safety of property. Mutual aggressions would soon destroy their little gardens. The children do not rob, and are thus acquiring habits of justice and honesty.

" Again, many of the operations in their little gardens require greater strength than one child is possessed of ; they look for assistance to their neighbours, and it is given. This, to those who have not reflected upon this subject, may appear a trifle, but the harmony of society is greatly dependent upon the cultivation of good will and a readiness to oblige and assist ; and any plan is worthy of consideration which can early make the value of this social quality evident to children, and can ground a habit upon it."

The plans pursued at Ealing Grove would require considerable modification in a school containing pauper children. It would not be possible to afford the stimulus of wages for labour on land not allotted to the children, nor could the profits of the allotments be given to children maintained at the expense of the rate-payers in the district school, but it would be desirable that the land should be divided into allotments among those boys who had acquired a certain amount of skill in gardening, and that a separate account should be kept for each allotment of the seeds and manure furnished and their value, and of the crops produced and their value, and the accounts thus rendered should from time to time be examined and certified by the master, and compared before the school. When an orphan or deserted child was about to leave the school to go into service, the account of his labour in the garden and elsewhere should be carefully examined before certifying his diligence, and the produce of his allotments and work might be considered in reference to the nature of the outfit granted him on leaving the establishment.

The products of the children's labour would have a certain value. Thus, for example, the establishment would be altogether supplied with vegetables from the garden cultivated by the boys. It is therefore desirable, before proceeding further, to remark that the object of setting the children to work is *not to make a profit of their labour, but to accustom them to patient application to such appropriate work as will be most likely to fit them for the discharge of the duties of that station which they will probably fill in after-life.* If the hope of profit from the labour of the children be not considered subordinate to the great object of enabling them to earn their livelihood by the employment of the surrounding district, or in assisting them to contribute to the comfort of their households by the exercise of their skill during

periods of leisure, the establishment would probably fail as a means of promoting the independence of the children unavoidably chargeable to the rate-payers from the ordinary casualties of life.

I have therefore mentioned the employment of gardening in the first instance, because, though more nearly allied to rural labour than to the occupations of cities, the cultivation of a garden by the artisans of large towns has always been found a most useful means of affording innocent recreation, and a productive source of comfort to the family of the working man. The superior condition of the artisans of Birmingham has long been attributed in some degree to the custom prevalent among them of hiring small gardens on the skirts of the town.

I now proceed to consider what other employment could be usefully taught the child of an agricultural labourer.

Several of the workhouse schools are supplied with carpenter's tools and rough boards. The boys make their wheelbarrows, erect any small outhouses which may be required, fit up their tool-houses, make the desks, forms, and fit up the closets of the school, and do any other rough carpenter's work which may be required in the establishment. They are thus prepared to do any work of a similar description which might be required in ordinary farm service. A husbandman who could weather-board a barn would be preferred by a farmer, and would probably obtain superior wages. The premises selected by the Children's Friend Society for their industrial school at Hackney Wick were, when first occupied, in an almost ruinous condition. The dilapidations have been repaired, the breaches have been filled up, the roofs restored, and the wood-work renewed almost solely by the labour of the boys. When I visited the school they were engaged in erecting a new building. The children have thus acquired a knowledge of the way to make mortar, to set a brick, to saw and plane a piece of wood, to drive a nail in a workmanlike manner; all which skill cannot fail to be useful to them as farm-servants, or in repairing dilapidations in their own cottages, or enabling them to make a bench to sit on. In a large establishment, coopers', cabinet, and other descriptions of wood-work might be introduced.

The guardians of certain of the rural Unions consider it desirable that the children should learn to make a hurdle, an osier, or a "frail" basket, or a net; and such arts may be taught by procuring the attendance of an artisan during a certain portion of the day, twice or thrice weekly, until the schoolmaster and the children have acquired sufficient skill to pursue their employment without such assistance.

Some other employments might be taught with a view to enable the future agricultural labourer to contribute to the comfort of his household, without an expenditure of his earnings.

Thus, the whole of the boys' clothes of the establishment should be patched and mended by them, and a certain portion of their clothes at least might be made by the boys, even if it were considered undesirable to rear any of them to the employment of a tailor. In the same way the whole of the shoes worn in the house should be mended by the boys; and if it were considered desirable to train certain of the boys to earn their livelihood as shoemakers, perhaps a large portion, if not all the shoes used, might be made in the house. Neither of these trades should, however, be further pursued than upon a careful consideration may be thought desirable; first, to train a few children as tailors or shoemakers, or, secondly, to give the rest of the children sufficient skill to contribute to the comfort of their households without an expenditure of their earnings. The hope of profit ought not to induce the guardians to allow these employments to be pursued to the exclusion of others more appropriate to the future situation of an agricultural labourer.

In the prison for the correction of juvenile offenders, which has within the last two years been established on an improved system by the Dutch government at Rotterdam, many of these employments are taught the children, who appear to have acquired considerable skill, and this part of the moral discipline of the prison is considered eminently important in combination with the religious instruction and the rest of the training adopted.

The boys are also employed in the workhouses in plaiting straw hats, making straw mattresses, whitewashing the walls whenever necessary, in cleaning out their rooms, lighting the fires, &c. The domestic management of the house affords opportunities of instructing the boys in cleaning knives and forks, shoes, windows, &c.; and at the weekly meeting of the guardians the oldest lads are most usefully employed in receiving and taking charge of the horses, when they are taught to wipe and clean the bridles and saddles, to take them off and put them on, to clean whatever gigs or chaises are in the coach-house, and afterwards to clean the stables, make up the bedding for other horses, &c. They are on such occasions required to manifest to the guardians habits of prompt attention which the master is requested to inculcate.

The employment adopted in similar establishments in the manufacturing districts would, of course, bear a relation to the trades of the neighbourhood, similar to that which the above-mentioned occupations have to the pursuits of an agricultural labourer. In seaports the example of the Stepney Board of Guardians, who have determined to form a maritime school for the training of children belonging to the parishes of Wapping, Shadwell, Limehouse, &c., is worthy of all imitation.

The domestic management of the establishment will afford considerable facility for the industrial instruction of the girls.

The whole of the domestic arrangements should be made subservient to the training of the girls in all the arts of household service. For this purpose they should be divided into classes, which should be successively employed during such periods as may be found convenient in every part of the household duty. Thus, one class of girls would be engaged in scouring the floors, lighting the fires, and making the beds in the several wards ; another class would be employed in the wash-house, where all clothes of the establishment should be washed ; a third class would, in rotation, work in the laundry ; and among the officers of the establishment it would be desirable to have a laundress to superintend the girls employed in washing, ironing, and making up the clothes of the establishment.

A separate establishment for children would enable the Commissioners to regulate the dietary, in such a way as to assist the schoolmistress in affording the children valuable instruction in such frugal cookery as it would be desirable that the wife of a labouring man should know. Books, treating on this subject, should be provided for the use of the school, and the reading and explanation of them should form a part of its regular routine ; while the oldest girls should be employed, in rotation, in the kitchen, under the superintendence of the schoolmistress, in learning to cook such food as the wages of a labourer could ordinarily supply, in such a way as to ensure the most economical management of his means. The whole of the other duties of the kitchen and scullery should likewise be performed by the girls.

A portion of every day would of course be devoted to the ordinary instruction in knitting and sewing, but the children should likewise be taught to cut out and make their clothes.

No part of service is of greater importance than a proper attendance on the sick, and cases may occur in the school where the older girls may be employed not to supersede, but to aid, the proper nurses in attendance on the sick, under the direction of the medical officer.

From time to time the girls might be occupied in weeding and hoeing in the garden, as a means of instructing them in the outdoor employments of females in rural districts. They might also learn to wait upon the schoolmasters and schoolmistresses.

The success which has attended the efforts of the Children's Friend Society, to reclaim juvenile offenders, by the adoption of a similar system of industrial training in their establishments at the Brenton Asylum, Hackney Wick, and the Victoria Asylum, Chiswick, and of the directors of the Refuge for the Destitute, in their institutions in Hackney Road and at Hoxton, would warrant the Commissioners in requiring its adoption in a District school, or throughout the ordinary Union workhouses of England and Wales ; and without such instruction it is evident that, whatever other system of training is adopted, the education of the

pauper children can afford no effectual guarantee for their future independent subsistence by the wages of industry.

B. In proceeding to describe the methods of instruction and moral discipline which it might be desirable to pursue in a district school, no mention will be made of any plan which has not been subjected to the test of experience, and the utility of which has not been ascertained by personal observation.

The methods adopted by the National and Lancasterian schools are so well known, that it appears unnecessary to describe them; but it may be important to mention other methods, an acquaintance with which is not so generally diffused, many of which are capable of being engrafted on the system of mutual instruction pursued in the National and Lancasterian schools, and the adoption of which might, it is hoped, enable these most important institutions to increase and extend their beneficial influence on the community. An imperfect outline only of certain of these methods can be drawn, and brief allusions made to others; but these hints may serve to awaken inquiry concerning their utility, and each system of instruction may thus be improved by the adoption of some element of another.

Every district orphan school should, like the Glasgow Normal Seminary, consist of—

1. An infant school,
2. A juvenile school, comprising—
 - A. An industrial school for boys,
 - B. An industrial school for girls.

The building and apparatus desirable to conduct an establishment containing these elements will be afterwards described.

In both the infant and juvenile schools of Scotland the boys and girls are trained together; and the following reasons are given for adopting this course:—

“ To educate the boys and girls separately will be injurious to both, because it deprives the girls of the benefit of the concentrated answers produced by the stronger minds of the boys; and it deprives the boys of the quick perception, and sometimes deep feeling, evinced even by very little girls, particularly when Scripture narratives are under consideration.

“ The boys require to be educated with girls, in order to soften the boisterous manners consequent on their exuberant animal spirits; and the girls require to be educated with boys in order that they may set more value on intellectual and moral qualifications, and less on frivolous show. It follows, of course, that, if boys and girls are trained together, there must be both a master and a mistress; for it will be readily granted that there are very few women who possess fine tact, varied information, delicate feeling, and a natural love of children, joined to great physical

strength; all which are absolutely requisite for conducting an infant school.

"Female instructors alone have been tried before now; but the schools conducted by them have never succeeded any more than they would do without them. The voice alone of the master commands the attention of the giddy; there is a formality in all schools conducted by females alone, which is totally destructive of the liberty so essential towards the development of the infant mind. In the hands of a woman the reins of discipline cannot be loosened, because she feels the effort of again curbing them would be beyond her physical powers."

In any school in which this arrangement was adopted, the boys and girls would retire to their respective industrial employments as soon as the secular and religious instruction of the school was finished; and this classification would be maintained during all other hours of the day, excepting those devoted to secular and religious instruction in the common school-room.

The state of the discipline—the character of the children—and the means of moral control which exist, or may be brought into operation, deserve careful consideration in each school before the boys and girls receive religious and secular instruction in the same classes; and whenever it is deemed expedient to adopt this system, it would appear desirable to apply it in the first instance during the periods when religious instruction is given, or when the children are trained in singing, in both of which cases the change will be a natural adaptation of the practice which prevails during divine service.

For the attainment of the largest amount of benefit, it would be desirable that the child should have the advantage of the entire system of training proposed to be pursued, first, in the infant, and next, in the juvenile and industrial classes; though the prior instruction in the infant school is not absolutely necessary to the attainment of much of what the juvenile and industrial schools are calculated to convey unassisted by the previous instruction of the infant school.

In the infant school the child is separated from the contaminating influence of the street or lane in which his parents reside. He no longer wanders about to contract filth and vice; his passions, under no wholesome restraint or guidance, daily growing in strength and distortion. It is required that he should be presented at the school cleanly in dress and person. His attention is aroused and captivated by a constant succession of infantile pleasures. He learns to rise, to sit, to march, to beat time in concert with his fellows; he is taught to sing—in the song some sound precept or some useful knowledge is conveyed. A picture or a living animal is produced, or a specimen from the museum, by which his acquaintance with the properties of natural objects

is extended. When his vagrant fancy has been arrested, the teacher seizes the moment for instruction in other knowledge less capable of sensual illustration; an acquaintance with the leading facts of biblical history—a consciousness of the true basis of moral obligation—and a perception of the nature of religious duty—are sought to be imparted: before weariness ensues, the whole school is marched in regular order into the playground singing: here the master has an opportunity of observing the development of character, and of rendering the playground the scene of moral training.

The peculiarity of the method of instruction adopted in infant schools is, that by a skilfully devised system of interrogation the master discovers the limit of the child's knowledge, but he avoids supplying the child with information solely by direct didactic instruction. Having ascertained what the child does not know, he leads it, by a carefully planned succession of questions, as it were, to infer the truth, and, by having made the attainment of this knowledge an act of pleasurable mental exercise, he not only renders the pursuit of knowledge agreeable, but gives it a stronger hold on the memory. Since the instruction is not simply *conveyed*, but is made to depend upon an accompanying exercise of the child's mind, it is evident nothing can be learned by mere rote, but, on the contrary, everything that is learned must be understood.

The garden and playground are made the means of teaching the children to play without discord, and with an absence of the faults of language and manner acquired in the street; of conveying to them a sense of the importance of mutual forbearance, of the duty of protecting the weak, of the necessity of self-denial, of the inviolability of property not their own, &c. The frolic of the playground is not restrained by stern superintendence, but the master kindly assists in promoting order and good-will, and occasionally, when the children return to school, makes any occurrence of the playground the source of instructive moral illustration by questioning the children respecting it, in such a way as to enable them to see clearly what is right and what is wrong.

The system pursued in the best infant schools is now so generally understood, that this brief sketch may suffice to depict its general features.

It is surprising that, while such a system is in course of general adoption in infant schools, the plan of teaching by rote should too generally prevail in the juvenile schools throughout the country; and I have chiefly been led to this brief sketch of the method of instruction adopted in infant schools for the purpose of suggesting the inquiry whether, if a similar natural system were adopted in juvenile schools, it would not be more profitable than that which is now pursued.

Infants between the age of two and six, trained by this method,

acquire a much more systematic and extensive acquaintance with natural objects and natural phenomena—have a clearer perception of the true basis of moral duty, and a more lively interest in religion—than the older children who have not had the advantage of this method, though trained in schools to considerable expertness in reading, writing, and arithmetic.

The children in the infant schools would learn the *powers of letters* in small words, and afterwards their names, according to the system invented by Labarre while a refugee in Holland in 1802, and since introduced into all the Dutch schools by M. Prinse. The apparatus used in Holland is simple and efficacious; but for perfect success in the introduction of the method into England, some *primers* on a new principle, as well as new cards, will be required. I am not acquainted with any school in England or Scotland where this system is at present successfully practised. The utmost pains would be taken to train the children to connect the learning of the art of reading with its use. To this end they would never be permitted to read even small words without showing that they understood what they read; and all arbitrary combinations of letters would be discarded. In the Glasgow infant schools little or no effort is made to teach children to read before the age of six; and whatever instruction in this art is conveyed, is a concession to the wishes of the parents, contrary to the views of the directors.

The discipline and instruction of these schools should be purely infantile; mental precocity is seldom attained excepting at the expense of the health, the reason, or the happiness of the child. In the moral influence of the infant school consists its chief value. The child of the infant school becomes attached to learning as a pleasurable exercise; and if the method pursued be not suddenly disturbed, he may be led from the infant into the junior classes of the juvenile school with scarcely a perceptible transition, and so onward to the higher branches of instruction.

The gallery is employed in the infant school as a means of arranging the children in a body under the eye of their teacher, and thus enabling him more readily to inspect and control them by arousing their attention, and bringing the sympathies of the body to act upon individuals. The concerted movements by which the teacher intersperses his instructions, and by which he contrives to get rid of momentary lassitude and inattention, are greatly facilitated by this arrangement. In the Glasgow model schools considerable advantages are said to have arisen from the retention of this mode of assembling and instructing the scholars in a body even in the juvenile schools; and it is at once apparent that, as a means of assimilating the juvenile school to the infant school, and thus rendering the transition from the infant school to the juvenile less formidable to a young child, the use of the *gallery in the juvenile school* may be very important. The

scholars in the juvenile school are also almost all equally prepared for receiving certain lessons by the simultaneous system in the gallery as an undivided class. Much of the instruction in sound morals and religion, in which it is so important that the sympathies should be awakened, can be most successfully thus conveyed; and whenever the instruction is made mainly to depend on sensual illustrations by living objects, drawings, or models, the whole school may be readily instructed at the same moment.

In many branches of learning, however, degrees of proficiency will occur, requiring the division of the scholars into classes and their separate instruction.

These classes may be more or less numerous, according to the number of children which the school contains, and the opportunity thus afforded for adopting a more minute classification. In the Dutch schools 50 children are, on the average, instructed in a class by one master. This class is often taught in a room common to it with other classes; but it is evident that, if some expedients were adopted enabling the superior master readily to inspect the proceedings of separate class-rooms, it would be exceedingly desirable that, when 50 children are taught in one class on the simultaneous system, they should receive instruction in a separate apartment.

The simultaneous system of instruction, which is now adopted in the schools of Switzerland, Prussia, Germany, and Holland, forms an essential feature of the internal economy of a school in which it is proposed to teach 40 or 50 children in each class. In order to enable the teacher to conduct this instruction successfully, the desks and forms should be arranged as in the Dutch schools, the scholars being all placed with their faces towards the teacher in successive lines of desks half the usual width. The scholars retain their places while the lessons proceed, the chief demonstrations being given on a large black board, suspended on the wall opposite to the class. The teacher, during the reading, spelling, and writing lessons, sits on a platform, slightly elevated, opposite the centre of the first bench. The simultaneous method may be varied by interrogating individuals, by questioning the class and receiving simultaneous answers, and by receiving answers in writing from the class. Each of these methods would deserve particular description if that were not inconsistent with necessary brevity.

The Dutch schools are commonly divided into four classes, denominated, 1. the preparatory; 2. the elementary; 3. the middle; 4. the superior: the range of instruction given being greatly superior to that which is imparted in any of the schools of the working classes in this country; but I have no space for an enumeration of what is taught in each class.

In a large body of children the superior master and his wife

would require the aid of assistant teachers. Instead of employing monitors to assist the superior master and his assistant teachers, it would be an improvement if the plan adopted in the normal school at Haarlem were pursued, viz., that certain of the more intelligent scholars (especially orphans), who exhibited considerable zeal and interest, and whose attainments were sufficiently advanced, were selected from the rest to be trained to the occupation of teachers. Such children should receive superior instruction at separate hours from the rest, and should be employed in conducting the classes when they were sufficiently prepared by occasional practice to do so. These pupil-teachers would constantly acquire a greater degree of skill and knowledge, until they gradually became fitted alike by their attainments and their practical address to encounter unassisted the responsibilities and cares of teachers. As the pupil-teachers acquired skill they should be permitted to obtain some remuneration, a modified form of apprenticeship being adopted to secure the completion of their course of training; at the termination of which, a certificate of competency might be given to those who afforded sufficient proofs on examination of skill and general attainments.

The methods of Pestalozzi, as reduced to practice by M. Prins in the schools of Holland, appear worthy of adoption wherever the simultaneous system of instruction is introduced, both as respects reading, ciphering, and general instruction.

Among the more advanced scholars, and particularly the pupil-teachers, the art of committing to paper, from memory, an abstract of some passage read by the teacher or by the class, as preliminary to the composition of letters, &c., should be practised as one of the most important modifications of the simultaneous method.

The teacher should depend mainly for his success upon his powers of rendering the instruction he conveys attractive to his pupils, and he will chiefly be liable to failure in this respect when he deserts the natural method of imparting knowledge, and neglects to assist this method with the lights of constant and varied illustrations. Such a method will enable the teacher to rule rather by love than by fear. He will not endeavour to coerce his pupil to remember a general truth which he does not understand, but by presenting to him, in a plain and familiar manner, certain simple elements from which the general truth springs, he will enable him to understand and to remember it at the same moment by a pleasurable exercise of mind.

In a school in which these methods of instruction are adopted by a teacher of mild and persuasive character, there will exist little necessity for punishment, and all harsh and degrading chastisement may be at once discarded. It is also desirable that the motives for preserving activity and attention should not be derived from the temporary incentive of some immediate reward, but

should arise from the natural attractions with which knowledge is invested, when a correct method of presenting its elements is pursued.

A systematic avoidance of the stimulus of inferior motives, such as the fear of punishment, the hope of reward, and the often unworthy rivalry for personal distinction on account of proficiency, which is accompanied with mutual heartburnings and jealousies, will enable the teacher to substitute in their place other motives of a superior nature. Intellectual proficiency being an object of inferior value to the establishment of *good habits*, care should be taken that this proficiency is not attained at the expense of those moral qualities, by the persevering development of which alone good habits can be formed. To learn, from the fear of punishment, the hope of reward, or the desire of personal distinction, can be only mischievous to the moral sentiments, though the intellectual progress under these stimuli be rapid. The teacher should strive to invest knowledge with its own natural attractions. If he is skilful, he will not need any more powerful incentive to induce the children to learn than the natural craving after truth when it is presented in simplicity and with the force of novelty.

A plan of moral distinction is substituted in Lady Noel Byron's school at Ealing for the system of distinctions founded on intellectual proficiency alone. Good conduct is thus elevated above mere intellectual attainments unaccompanied by moral culture, and the sympathies of the children, as well as the attention of the master, are directed to the proper objects of *education* as distinguished from mere *instruction*. The system is thus described :—

The boys take their places in school according to their respective abilities and intellectual proficiency only. They are made to understand that this arrangement is necessary for the purposes of instruction, but that it is not necessarily connected with merit or demerit. Each boy has to establish his character *each day independently of every other day*, and at his entrance into the school he wears a white badge as an emblem of that fact. At mid-day the white badge is changed for a red one, if his *conduct* have been good, or for a black one, if bad. The moral principles according to which such changes are made are not too numerous, or too minute to be easily apprehended by the young. If any boy's conduct has not been sufficiently marked to deserve either the black or red badge, the white is suffered to remain. If a sudden transgression (of truth, obedience, honesty, or kindness) occur, the black badge is put on at the moment.

The master is thus relieved from the necessity of entering into general considerations of the boy's merits, and the appeal made to the sense of right and wrong amongst the boys relates simply to the fact under their immediate observation. By a succession of such living lessons they are gradually taught the essentials of

their Christian duty, and a just public opinion is formed amongst them.

To keep alive at the same time the feeling that the conduct of the day does not *pass away* with the day, though each day has its own separate character, a register is kept of the number of red or black badges given to each boy, and at certain periods the sum total is made public. In this estimate, a fair allowance is made for illness or inevitable absences, which may have deprived a boy of opportunities of receiving the testimonials in question.

The practical results at Ealing Grove are highly satisfactory. The registers exhibit the gradual increase of red badges among by far the greater number of scholars. No stimulation by rewards or punishments is used as an instrument to their moral progress; for if we make virtuous conduct too decidedly the means of present profit and pleasure, we in fact destroy the very motives we ought to rely upon for the permanency of that virtue in the less retributive scenes of after-life.

The principles on which the methods of instruction should be based, being indicated, illustrations of the application of these methods to each head of instruction will be given in treating of the things which should be taught in the juvenile school.

In teaching reading, the method of Labarre and Prinse, already alluded to, will be found most effectual.*

While *reading*, the methods pursued in the Sessional School of the Church of Scotland, conducted by Mr. Wood, in Edinburgh, should be adopted. The explanatory and interrogative systems, as developed in his "Account" of this school, should be steadily pursued, and lesson-books employed, in conjunction with the Bible, the Testament, and the Book of Common Prayer, similar to the reading lessons used in that school. These lesson-books commence with infantile instruction, and gradually ascend, through a series of interesting exercises, to other branches of knowledge, such as geography, natural history, the arts (especially such as are connected with agriculture and manufactures), biography, extracts from voyages, travels, &c. &c. By means of such lesson-books, not only is a large store of useful information conveyed, but the taste is formed upon a correct model, and the pupils are less liable to be attracted in after-life by the frivolous publications with which the press abounds, or to be led to seek a more dangerous excitement from licentious books.

The reading lessons used ought thus to enable the teacher to lay the basis of an acquaintance with the elements of useful knowledge; but he should also be careful to convey, by means of oral instruction, such salutary information as may rescue his pupil from vulgar prejudices. He will thus be less prone to become

* A short time only will elapse ere these methods are transplanted from the *Normal School at Haarlem* into some of the establishments for the maintenance and education of pauper children in the neighbourhood of London.

the victim of sensual indulgence : he will also be less likely to be carried away by the current of popular prejudices and passions. Such instruction may be so conveyed as to banish the sense of drudgery from the discipline of the school, and such an acquaintance with the subjects of reading and oral instruction may be afforded as to determine the future direction of the efforts which the pupil may make after further knowledge. The efforts of the teacher will be greatly assisted by a collection of models, and objects in natural history, together with drawings of natural objects, &c. (See Apparatus.)

Among the books used in a workhouse school, no class of works would be more useful than such as treat of the duties of workmen and servants in their domestic and social relations, and describe the best methods of gaining a complete acquaintance with any handicraft or art. Such a series is much wanted.

The principles upon which secular instruction should be introduced into the schools of the poorer classes, and the means of communicating such knowledge, are explained in a charge delivered by the Bishop of London in 1834, in terms which have raised the propriety of adopting this course beyond the range of legitimate controversy. "Religion," observes the Right Reverend Prelate, "ought to be made the groundwork of all education ; its lessons should be interwoven with the whole tissue of instruction, and its principles should regulate the entire system of discipline in our national schools. But I believe that the lessons of religion will not be rendered less impressive or effectual by being interspersed with teaching of a different kind. The Bible will not be read with less interest, if history, for example, and geography, and the elements of useful practical science, be suffered to take their turn in the circle of daily instruction. On the contrary, I am persuaded that the youthful mind will recur, with increased curiosity and intelligence, to the great facts, and truths, and precepts of holy writ, if it be enlarged and enlivened by an acquaintance with other branches of knowledge. I see no reason why the education given to the poor should differ from the education of their superiors more widely than the different circumstances and duties of their respective conditions in life render absolutely necessary. One thing is certain, and it is a very important consideration, that, if we teach them the methods of acquiring one kind of knowledge, they will apply them to the acquisition of other kinds ; if we sharpen their faculties for one purpose, they will be sure to use them for others. Some information on subjects of general interest many of them will undoubtedly seek to obtain ; and it is plainly desirable that they should receive it from our hands in a safe and unobjectionable form. It is desirable also that they should not be accustomed to consider that there is anything like an opposition between the doctrines and precepts of our holy religion and other legitimate

objects of intellectual inquiry ; or that it is difficult to reconcile a due regard to the supreme importance of the one with a certain degree of laudable curiosity about the other. The experiment of mixing instruction in different branches of useful knowledge with Scripture reading, and lessons on the truths and duties of Christianity, has been tried with success in the Sessional Schools at Edinburgh by a zealous and able friend of the poor, Mr. Wood, to whose publications on the subject I would refer you for further information. It has also been tried in more than one large parochial school of this diocese, and the results have been very encouraging. I am, therefore, desirous that additions should be made to the school catalogue of the Society for Promoting Christian Knowledge, adapted to supply materials for a more varied course of instruction than that which is ordinarily pursued in our schools."

Orthography should be learned chiefly by spelling the words which occur in the reading lessons, and by writing from dictation such words as are likely to be used in familiar correspondence, and as are employed in the arts and business of life.

Writing should be taught first with the pen, and when a certain proficiency has been obtained, writing on the slate from dictation should be practised.

Arithmetic, and particularly mental arithmetic, as successfully practised in the National, Lancasterian, and other schools.

The method adopted by Mr. Wood, of Edinburgh, to convey a knowledge of words and their meaning, should be pursued in preference to the ordinary process of cramming the child with the incongruous series of a vocabulary. Mr. Wood's method is fully described in his " Account " of the Edinburgh Sessional School.

Geography should be taught by extending the pupil's knowledge of the geography of his own neighbourhood, and of its arts and productions, the employment and wages of its artisans and labourers, to that of his county, and then to the rest of Great Britain. Afterwards a more general acquaintance with the geography of the world, and especially of those parts which offer a sphere for the operations of enterprising industry, particularly the British Colonies, should be conveyed. A book on geography, written with the requisite simplicity, and rendered attractive by the illustrations which might be interspersed through its pages, if written on the foregoing plan, would command an extensive circulation in workhouses and parochial schools.

In seaports the workhouse school ought to contain a maritime class, in which both the industrial and other secular instruction should prepare (such of the children as volunteer) for the merchant service. A more enlarged and accurate knowledge of geography, skill in drawing maps, and an acquaintance with the elements of the art of navigation, appear important in this plan of instruction.

Religion. The Bible should be read daily in the school, and the lesson selected should be made the subject of interrogative and explanatory instruction by the master, as directed by the chaplain. This instruction should be conveyed at a period selected for that purpose, and forming part of the prescribed daily routine of the school. At the entrance of each child into the school, the parents or nearest relative should be required to state to what sect they belong; they should be informed that the Bible will be read daily by the children in the school at a certain period, that general religious instruction will then be communicated to them by the master, and that, if they desire it, the religious instruction of their child may be solely intrusted to the minister of their religion. On the entrance of the children into the school, the parents should also be told that a certain period will every week be set apart for the catechetical instruction of the children, which will be conducted or superintended by the chaplain; but that, if the parents desire that this catechetical instruction should be conducted by their religious teacher only, means will be afforded him of communicating with their children for that purpose.

Such arrangements are required by the securities provided to the natural guardians of pauper children by the 19th section of the Poor Law Amendment Act. The chaplain appointed to conduct the religious services of the house would superintend the religious instruction given by the schoolmaster, whenever the natural guardians of the children did not interfere. It is desirable that, under the superintendence of the chaplain, the religious instruction of the rest of the children should be conveyed in that form which may be best adapted to enable them to see and to feel how it ought to influence their conduct in the whole range of their domestic and social relations in after-life. The books employed to impart knowledge having a tendency to influence religious belief, and to convey instruction in the essential doctrines of Christianity, should be submitted to the chaplain for his approval. If any difference of opinion arise between the chaplain and the Board of Guardians respecting the use of any such religious books, the question should be referred to the diocesan. It will be the chaplain's peculiar duty to prepare the children for confirmation, and to prescribe the routine of instruction to be pursued on Sunday. On the sedulous and faithful discharge of the duties of the chaplain the Commissioners must depend for the regulation of the moral condition and guidance of the religious instruction of all children not excepted from his care by the 19th section of the Poor Law Amendment Act.

The reading of the Scriptures should be conducted so as to exhibit the connexion of their several elements. Thus, in Mr. Wood's school in Edinburgh, a portion of history, of the Psalms, of the Prophets, of the Gospels, and of the Epistles, is read on

successive days of the week, and an examination on what has been read during the whole week occurs on the Saturday, which is so conducted by the teacher as to exhibit the reflected lights shed by history, prophecy, the life of our Saviour, and the writings of his Apostles. Sunday evening is devoted to searching examinations in biblical knowledge, which afford proof of the extraordinary success of this department of instruction in the Edinburgh Sessional School.

In the Model School at Glasgow, on Monday, a portion of Scripture, under the head of "Bible Biography," is selected; on Tuesday, under the head of "Scripture Illustrations and Emblems;" on Wednesday, of "Moral Duties, from Bible Precepts and Examples;" Thursday, "Miracles from the Old and New Testament, and the Parables of our Lord;" Friday, "Sacred Geography," &c.; Saturday, "Names and Titles of Christ, Promises, &c."

The catechetical instruction of the children should be conducted under the direction of the chaplain, in the manner described in Mr. Wood's account of the Edinburgh Sessional School, the greatest care being taken to avoid the system of cramming the children with a formularey which, if not understood, or if explained only in a meagre manner, will prove a profitless exercise.

Whenever the parents of children desire that they should be instructed by their own religious teacher, one hour daily should be set apart during which he should have access to the school, and be permitted to instruct them separately from the rest of the children, and a portion of one day in each week should be devoted to such catechetical instruction as the teachers chosen by the parents may deem expedient.

In the Prussian, Dutch, and German schools, and recently in some English, and in the schools of the Glasgow Educational Society, singing has been introduced as a branch of instruction, with signal advantage. The children are practised in such psalmody as is appropriate to the devotional services of the household. The routine of school discipline is also beneficially interrupted at the point where weariness and disorder ensue, by an exercise which diffuses new energy and harmony through the school. The children march into the school from the garden, the workshop, and the playground, singing such moral songs as have been introduced into infant schools with success; the intervals of any change of lesson or occupation are filled up with singing. We are also assured that in Germany the cultivation of vocal music has had a most beneficial influence on the habits of the people; they have been, to a large extent, reclaimed from debasing pleasures by this innocent amusement.

In the prison for the correction of juvenile offenders at Rotterdam, I was informed that music was valued as an important

element of the moral agencies employed. I heard the national anthem and some beautiful hymns sung by the boys in this prison, in a most impressive manner, from notes, with which each was furnished.

Mr. Hickson has rendered a valuable service to the public by the interesting and useful lectures which he has lately delivered on the importance of vocal music as an element of popular primary instruction.

The playground and gymnastic exercises are inseparable from a well-conducted juvenile school. The playground is well described by Mr. Stow as the uncovered school, where the master has the opportunity of training the children in correct habits, and thus fostering in their development the principles with which he is careful they should become acquainted in the school. The playground of the school should therefore stand in the strongest contrast with the playground of the street or lane. The moral atmosphere of the school playground should be so purified by the careful exclusion of all vicious influences, that in the moment of the most unrestrained mirth there should be an unseen, but effectual, screen from the contagion of bad example, and the errors which occur should be made the means of deterring the children from their repetition.

Building and Apparatus.

It is not improbable that in almost every county some workhouse belonging to a dissolved incorporation, or to a large parish, would be found capable of being adapted, with slight alterations (which would probably consist in the erection of large school-rooms), for the reception of 450 children, and the provision of the requisite workshops and apartments for the schoolmaster, schoolmistress, and other officers.

In some counties the Boards of Guardians might prefer to erect a new building, and I am therefore desirous of stating what ought to be the size of the school-rooms. The size of the day-rooms, dormitories, and domestic offices would be determined by very obvious calculations, but it may be well to enumerate them, and to describe the apparatus.

If a school were established on the foregoing plan for 450 children, a building would be required, containing—

1. A day-room, and three or four workshops for the boys.
2. A day-room for the girls.
3. A sitting-room and bed-room for the head schoolmaster and schoolmistress.
4. A sitting-room and bed-room for the assistant schoolmaster and schoolmistress.
5. Sleeping-room for three or four inferior officers, and a common-hall for them at the gate.
6. Probationary wards.
7. Sick wards.
8. Wards for the infected and for cases of contagious disease.

9. Dormitories for boys.
10. Dormitories for girls.
11. An infant school.
12. A juvenile school.
13. Class-rooms capable of containing 50 children each.
14. A committee-room.
15. Kitchen, wash-house, and laundry, adjoining the girls' day-room.
16. Separate yards appropriated to the boys, girls, infants, the infected, and those on probation of each sex.

The annexed plans, drawn by Mr. Kempthorne, comprise these arrangements.

School-rooms and Apparatus.

1. Infant school. A school-room, 50 feet long by 27 wide, and 15 feet high, will accommodate 200 scholars. The school-room should be on the ground-floor. Class-rooms should be connected with the school-room, in which the master, assistant-master, and teachers, in course of training, may conduct the instruction of classes separately from the rest of the school, or in which a teacher attending the school for instruction may conduct a miniature school before he attempts to manage and control the entire body of the scholars in the larger gallery.

For this latter purpose, the class-room should be fitted up according to the plan prevalent in the Dutch schools, i. e. by the arrangement of the desks and forms so that all the children may sit with their faces towards the teacher, and may thus be instructed and governed by him. Four or five lines of desks and forms would thus be arranged in front of the teacher, each succeeding desk being somewhat higher than that nearer to the teacher.

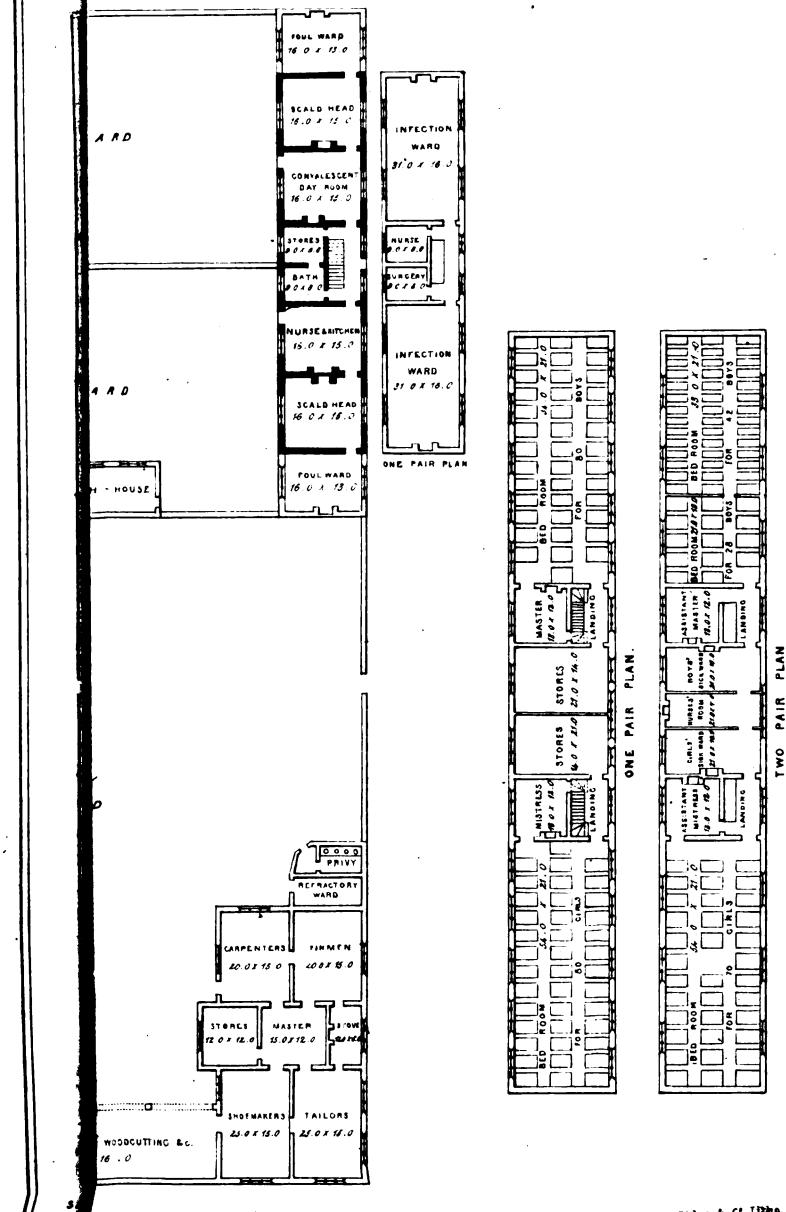
The separate class-room would also enable the master to convey instruction to the teachers in various parts of the system, separately from the school. Among the school apparatus, a collection of natural and artificial objects calculated to induce a spirit of inquiry and observation, Wilderspin's ball-frame, maps illustrative of sacred history, and other apparatus in common use in infant schools, should be provided. An essential adjunct to the infant school is the playground, with two circular swings, and other gymnastic apparatus. The playground should be surrounded by a broad border, in which flowers and fruits should be cultivated.

The apartments of the schoolmaster and schoolmistress should adjoin the school and day-room.

The juvenile school-room for 200 children ought to be of the same size as the infant school. For the reasons previously stated, the boys and girls might, under certain restrictions, be taught together. The benefits derived from this association, under *correct moral training*, are said to extend beyond the manners to the *habits of the children*.

The gallery hitherto used only in the infant schools in England.

INDUSTRIAL SCHOOL FOR 300 CHILDREN AND 150 INFANTS.



should be preserved in the juvenile schools, though a much greater portion of the instruction will be imparted in classes than in the infant schools.

2. The juvenile school should also be provided with a museum* of natural objects classified, as a means of a higher and more systematic instruction than that pursued in the infant school—maps of the district of the county, and large geographical maps with distinct outlines will be required—drawings illustrative of natural phenomena, of agricultural and manufacturing machines, of natural objects, models of solid forms, &c.; black boards on which the teacher may exhibit, in chalk-drawings, illustrations of the lessons he wishes to convey, and on which the children may draw maps, should be provided—books, including the Bible, Testament, the Book of Common Prayer, and the lesson-books and catechisms.

The playground is an inseparable adjunct of the juvenile school. It should be provided with more extensive gymnastic apparatus than the infant school, and should be surrounded in a similar manner with a broad flower-border. In seaports a high mast, with yards, sails, and appropriate rigging, is a necessary adjunct to the industrial department of the school.

Three or four smaller rooms adjoining the main juvenile school-room will be required as class-rooms for religious instruction, for the separate training of classes, and for the instruction of the teachers attending the school, and also to enable them to conduct a miniature juvenile school.

3. If a temporary shed were used as the tool-house and workshop, the boys might be employed in the erection and fitting up of a more extensive and complete one. The boys' workshop should be neatly fitted up by *them* with racks for implements, boxes and shelves for tools, and benches for their various kinds of employment. They should also make their own barrows, baskets, and hampers, and garden mats and nets. They should be provided with spades, hoes, rakes, pickaxes, riddles, and with a chest of carpenter's tools, some rough deal boards, bricks, lime, &c. If the boys were enabled to put up a large wheel with which to turn a lathe, they might make all the brushes for the house, and do much other useful work.

Board of Management.

If a district school were established on the foregoing principles it would become necessary to construct a Board to superintend the management of the house and the training of the children. For this purpose two or three of the most intelligent Guardians of each Union should be selected, and it might be desirable to re-

* It would be desirable that, in every district school which may receive a teacher from this model school, means should be taken to establish a museum, in which specimens of art, and the natural objects of the parish, should be collected and correctly classified. This is accomplished in the parish of Kinghorn, in Scotland.

quire in some districts, as a qualification for the important duties confided to the Board of the district school, that each member of that Board should have served one year at least as a Guardian of his Union. It would probably be sufficient that the whole Board of Management should meet monthly at the school, but rota of three or four members should attend weekly to superintend the execution of the directions left by the general Board of Management, and to meet any emergencies which might arise.

Children might be admitted into the school at the end of each month from the several workhouses of the district, and it should be required wherever such a school was established that no child of the classes enumerated as more permanently dependent on the rate-payers for maintenance and education should reside longer than one month in the workhouse of the Union to which he belonged. It would thus be necessary that the master of each Union workhouse should, once every month, convey such children to the District school: he would on that day attend the Board of Management, and would receive from them a report concerning the progress made by the children of the Union to which he belonged, and especially enumerating those to whom the Board could grant certificates that their moral conduct, industry, and skill, warranted the Board in recommending them as prepared for domestic service.

If it were necessary to purchase or hire land or buildings, or to erect a suitable house, the Board of Management should be intrusted with the requisite authority, as well as to enter into contracts for supplies, and to direct contributions for the current expenditure.

The Board should also be required to render full accounts quarterly to each Union of the whole expenditure incurred for establishment charges, and for the maintenance and clothing of each child respectively.

The establishment expenses should be distributed as a common charge to the Unions, in the proportion of their averages, and the cost of the maintenance and clothing of each child should be carried to the account of its parish.

III. The applicability of these principles of school discipline and management to the schools of Union workhouses remains to be determined.

I have already enumerated the obstructions to their application to the schools of Union workhouses, which arise—

1. From the want of a sufficient number of children in each school to enable the teachers to establish a correct classification of their scholars.

2. From the interruptions occasioned by the constant admission and discharge of children.

3. From the occasional association of the children with the paupers maintained in the workhouse.

4. From the loss of self-respect among the children.

5. From the difficulty of procuring a sufficient number of well-qualified teachers, and insuring their continued residence in the school for the salaries offered.

Improvements have been introduced into the schools of workhouses,

1. By procuring teachers from various establishments for education. The Central National School, Westminster, the Borough-road School, the Edinburgh Sessional School, the Glasgow Normal Seminary, &c., have been resorted to for a supply of teachers, who have been procured with great difficulty. Some of these, and of the provincial teachers, have undergone further training in the processes of industrial instruction pursued at the Brenton Asylum, Hackney Wick, at the Victoria Asylum, Chiswick, and at Lady Noel Byron's school, Ealing; which methods are also successfully adopted by the Directors of the Refuge for the Destitute, in their establishments at Hoxton and Hackney. The general acquirements and the knowledge of methods of instruction attained by the teachers trained in the Edinburgh and Glasgow model schools have occasioned numerous applications to be made for assistance from these establishments.

2. The employments of gardening, carpenter's work, tailoring, shoemaking, straw-plaiting, basket-making, or net-making, &c. &c., have been introduced into several of the workhouses for the instruction of the boys. The girls have been trained in knitting, sewing, scouring, bed-making, washing and ironing, straw-plaiting, and sometimes in cooking. The girls need a wash-house and laundry separate from that used by the adult females, with whom, for obvious reasons, association should be avoided. In the selection of persons qualified to instruct the children in the various handicrafts, the fullest inquiry should be made into the moral character of the candidates, and it is of great importance that they should be persons of cheerful dispositions and good temper.

3. Care has been taken to supply the schools with the Bible, the Testament, the Book of Common Prayer, the lesson-books of the National Schools, of the Society for Promoting Christian Knowledge, of the Edinburgh Sessional School, &c. Some workhouse schools contain small libraries of religious and useful works, which are read with great interest by the children.

4. The schoolmaster and schoolmistress have been furnished with approved works on the art of teaching, describing the methods of instruction which have been most successfully adopted. Among the books have been comprised "Wood's Account of the Edinburgh Sessional School," "Stow's Moral Training," "Abbott's Teacher," "Dunn's Normal School Manual," "Wilson's Manual of Instruction for Infant Schools," "Wilderspin's Infant System," "Chambers's Infant Education," "Brigham on the Influence of Mental Cultivation upon Health," "Forss's Account of the Bre-

ton Asylum, Hackney Wick," &c., books on gardening, frugal cookery, &c.

5. Suitable apparatus has been supplied to many of the schools. (See Apparatus.)

The small schools of the rural workhouses must, however, for some time remain defective in many important characteristics of a well-regulated school.

It is desirable to exhibit continually to the Boards of Guardians the great importance and honourable nature of the functions of a teacher. In order that the schoolmaster of the workhouse may be placed in his proper station in the household he should be supplied with a separate apartment, comfortably furnished, and should be allowed to take his meals in private, or with the superior officers of the household. The visiting committee should not permit the time of the schoolmaster or schoolmistress to be expended on duties connected with the internal economy of the workhouse, it being desirable that their whole time and attention should be devoted to the school. Though the master of the workhouse is superior in authority in the household, he should remember that the schoolmaster or mistress ought on all occasions to be consulted concerning the domestic management of the children, and that their moral training and instruction are committed to his or her care, subject to the directions of the Board of Guardians alone. The emoluments of many of the workhouse schoolmasters are so meagre as to prove how low an estimate of the services of a teacher has been made, but a juster view of their importance is rapidly diffusing itself.

In a small workhouse school one-half the floor should be covered with desks and forms, arranged according to the Dutch method, as described in a previous part of this paper, the rest of the floor being left vacant for the division of the children into separate classes, whenever that is expedient. The master's or mistress's seat and desk should be placed on a stage, about six inches high, in front of the first row of desks.

The master should be furnished with a shelved closet or cupboard for books, apparatus, &c. The books, apparatus, and tools, previously alluded to, should be furnished to such an extent as may be required by the number of the scholars. Whenever the chaplain attends the school to superintend the religious instruction of the children the master should relinquish the task to him, and assist in the instruction to such an extent as the chaplain may require.

The chaplain's reports will relate to the department of religious instruction and moral training.

In the other departments of instruction the schoolmaster should, with the assistance of pupil teachers, or of his most advanced scholars, be required to keep books in the following forms, which should be presented with the chaplain's report every week to the Board of Guardians.

JOURNAL OF RELIGIOUS AND SECULAR INSTRUCTION.

And so on for the rest of the week:

* JOURNAL of MORAL Condu^r during the Hours of INSTRUCTION and RECREATION for the Quarter ending

And in like manner for the rest of the quarter.

* See previous account of plan pursued at Ealing Grove School.

Boys' JOURNAL of INSTRUCTION in INDUSTRY.

Tuesday.	Carpenter's or Cabinet- maker's work.	From To From To From To From To From To From To	Name of Boy.	From
And in like manner for the rest of the week.				

Tuesday.	Name of Girl.	From	To	
		From	To	Bed-making.
		From	To	Washing and Ironing.
		From	To	Cooking.
		From	To	Straw Plaiting.
		From	To	Knitting and Sewing.
		From	To	Scouting and Bed-making.
		From	To	Washing and Ironing.
		From	To	Cooking.
		From	To	Straw Plaiting.

The arrangement of the school routine, and the punctual observance of it, deserve the special attention of the visiting committee. This routine may be variously settled; but it may be useful, in order to facilitate such arrangements, to give a specimen of the succession of employments during a single day in summer, in a rural workhouse school. In this example the industrial training is pursued in the morning, both because work can be more easily performed in the garden at that part of the day, and because the employments of the girls require their absence from school in the morning, while, in a workhouse containing few children, it may be necessary to instruct the boys and girls at the same hours. But the scheme of engagements may easily be modified by transferring these occupations to the afternoon:—

Six o'clock A.M.—Rise, wash, and dress. The monitors are to preserve order.

Twenty minutes past six.—Assemble in the school-room; rolls read by schoolmaster and schoolmistress, each child answering to his or her name; absentees noted. Children inspected, to ensure cleanliness of dress and person.

Half-past six.—The children proceed in an orderly manner to the dining-hall; prayers are read; a hymn sung, in which all the children join. Breakfast.

Quarter past seven to eight.—Recreation in the yards; gymnastic exercises and healthful games.

Eight to eleven.—In weather suitable for out-door employment, the boys shoulder their tools and proceed to the garden, where they are employed in skilful culture under the instruction of the schoolmaster. At other seasons useful in-door employment (such as making baskets, carpentering, shoemaking, tailoring, white-washing, and repairing the premises) is pursued; and an effort is made to mend and make all the boys' clothes and shoes in their department of the house.

During the same period the girls ventilate the bed-rooms, make the beds, scour the floors, clean the dining-hall. Certain of the older girls are employed in the wash-house and laundry, or in the kitchen, till noon, or to a later hour.

The children should return to the school-room, carefully wash their hands, arrange themselves in a line to be inspected by the schoolmaster and mistress at eleven.

From eleven to twelve the oldest boys and girls read a chapter in the Bible or Testament, after which the master and mistress ascertain how much they remember of the narrative, &c. read; interrogate them respecting its purport, and instruct them in its relations to the rest of Scripture, and the practical influence it ought to have on their conduct. In such instruction the directions of the chaplain guide the teacher. The younger children meanwhile learn to repeat a hymn, which is read to them for that purpose by a pupil-teacher or monitor.

Twelve.—Children proceed to the hall and dine.

Half-past twelve to two.—Recreation, gymnastic exercises, and games in yards.

Two to three.—Reading in lesson-books; questioned as they proceed concerning the lesson: explanations and general instruction given. When the lesson is read the books are closed, and they repeat what they remember of the lesson read.

Younger children reading on tablet lessons to pupil-teachers, or learning numbers.

Three to four.—Younger children reading to schoolmaster or schoolmistress, with interrogation and explanatory remarks.

Elder boys and girls writing names of animals, seasons, days of the week, months of the year, senses, remarkable towns, &c., or writing passages (concerning the morning's labour or such as would be used in a familiar correspondence by a child) read by the monitor, or on other occasions writing from copies. On other days arithmetic on slates, or mentally.

Four to five.—Hour at which catechism may be taught, or children be visited by their licensed minister, or general instruction imparted by the simultaneous method. (If this hour be inconvenient, another is to be selected.)

Five to six.—The children are all instructed in singing in the dining-hall.

Six o'clock.—Supper. After supper prayers are read, and a hymn is sung by the whole of the assembled inmates.

The children then return to their schools, where the schoolmaster and schoolmistress address any remarks to them which may be suggested by the proceedings of the day.

To accomplish the few and simple objects proposed in this scheme, a teacher of mild and persuasive manners, carefully trained in the best methods of instruction, ought to be selected.

Certain sanatory precautions are necessary in all establishments in which many children are assembled. The liability of all children to contagious maladies, and the frequency with which pauper children are affected with certain other infectious diseases, render great care necessary in the cleansing of the children on their admission. They ought, also, in all cases, to be minutely examined by the medical officer in the receiving wards before they are mingled with the rest of the children.

Each establishment should be provided, besides the common sick ward, with separate wards:—1. For the separation of children affected with scabies or itch. 2. For children with tinea capitis, or scald head. 3. The ward for the reception of other infectious maladies (such as ophthalmia), and contagious diseases (measles, scarlatina, and small-pox), should be large enough to admit of the complete separation of a considerable number of the children on an emergency. Wherever the children are nu-

merous, a yard for the exercise of convalescents should be attached to their wards.

The probationary wards and infirmary should be supplied with baths, and a separate wash-house should be attached to the latter department, because certain infectious diseases are likely to spread if the children's clothes are washed in the same building.

The ventilation and warmth of the wards and school-rooms require great attention. Dr. Arnott's report on this subject renders other remarks superfluous.

Not more than two children above seven years of age should be permitted to sleep in one bed, and boys above 12 should sleep in single beds.

In new buildings the size and height of the school-rooms and wards, the means of ventilation and warmth, the drainage, &c. of the premises, should all be matters of careful and precise regulation.

I have the honour to be, Gentlemen,

Your obedient Servant,

To the Poor Law Commissioners.

J. P. KAY.









